

## Wohali Academy

1 Havenwood Lane  
Travelers Rest, South Carolina 29690

**Grades** PK-12 Middle School

**Enrollment** 71 Students

**Principal** Laura Blackmore 864-834-8013

**Superintendent** Phinnize J. Fisher, Ed.D. 864-241-3456

**Board Chair** Charles J. Saylor 864-322-9053

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	10	27	5

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 1 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	N/A	N/A	N/A
<b>2003</b>	N/A	N/A	N/A
<b>2004</b>	N/A	N/A	N/A
<b>2005</b>	Unsatisfactory	Below Average	No

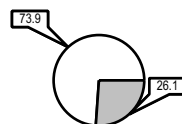
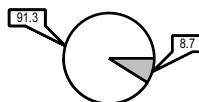
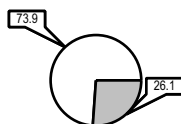
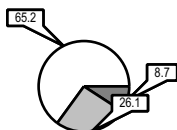
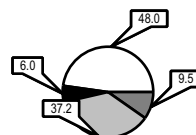
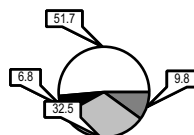
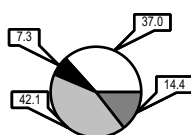
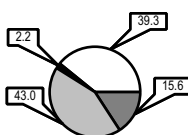
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

65.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	41	80.5	61.9	28.6	9.5	0.0	19.0	No	No
<b>Gender</b>									
Male	29	75.9	50.0	35.7	14.3	0.0	28.6		
Female	12	91.7	I/S	I/S	I/S	I/S	I/S		
<b>Racial/Ethnic Group</b>									
White	29	86.2	64.3	21.4	14.3	0.0	21.4	I/S	I/S
African American	10	60.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	13	100.0	I/S	I/S	I/S	I/S	I/S		
Disabled	28	71.4	68.8	25.0	6.3	0.0	12.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	41	80.5	61.9	28.6	9.5	0.0	19.0		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	41	80.5	61.9	28.6	9.5	0.0	19.0		
<b>Socio-Economic Status</b>									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	41	80.5	61.9	28.6	9.5	0.0	19.0		

Mathematics – State Performance Objective = 36.7%									
All Students	41	80.5	71.4	28.6	0.0	0.0	0.0	No	No
<b>Gender</b>									
Male	29	75.9	78.6	21.4	0.0	0.0	0.0		
Female	12	91.7	I/S	I/S	I/S	I/S	I/S		
<b>Racial/Ethnic Group</b>									
White	29	86.2	71.4	28.6	0.0	0.0	0.0	I/S	I/S
African American	10	60.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	13	100.0	I/S	I/S	I/S	I/S	I/S		
Disabled	28	71.4	75.0	25.0	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	41	80.5	71.4	28.6	0.0	0.0	0.0		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	41	80.5	71.4	28.6	0.0	0.0	0.0		
<b>Socio-Economic Status</b>									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	41	80.5	71.4	28.6	0.0	0.0	0.0		

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	41	80.5	90.5	9.5	0.0	0.0	0.0
<b>Gender</b>							
Male	29	75.9	85.7	14.3	0.0	0.0	0.0
Female	12	91.7	I/S	I/S	I/S	I/S	I/S
<b>Racial/Ethnic Group</b>							
White	29	86.2	92.9	7.1	0.0	0.0	0.0
African American	10	60.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	13	100.0	I/S	I/S	I/S	I/S	I/S
Disabled	28	71.4	93.8	6.3	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	41	80.5	90.5	9.5	0.0	0.0	0.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	41	80.5	90.5	9.5	0.0	0.0	0.0
<b>Socio-Economic Status</b>							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	41	80.5	90.5	9.5	0.0	0.0	0.0

<b>Social Studies</b>							
All Students	41	80.5	71.4	28.6	0.0	0.0	0.0
<b>Gender</b>							
Male	29	75.9	64.3	35.7	0.0	0.0	0.0
Female	12	91.7	I/S	I/S	I/S	I/S	I/S
<b>Racial/Ethnic Group</b>							
White	29	86.2	71.4	28.6	0.0	0.0	0.0
African American	10	60.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	13	100.0	I/S	I/S	I/S	I/S	I/S
Disabled	28	71.4	81.3	18.8	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	41	80.5	71.4	28.6	0.0	0.0	0.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	41	80.5	71.4	28.6	0.0	0.0	0.0
<b>Socio-Economic Status</b>							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	41	80.5	71.4	28.6	0.0	0.0	0.0

**Abbreviations for Missing Data**
**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	2	50.0	I/S	I/S	I/S	I/S	I/S
	4	1	100.0	N/A	N/A	N/A	N/A	N/A
	5	2	100.0	I/S	I/S	I/S	I/S	I/S
	6	7	57.1	I/S	I/S	I/S	I/S	I/S
	7	9	88.9	I/S	I/S	I/S	I/S	I/S
	8	20	85.0	45.5	36.4	18.2	0.0	18.2
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	2	50.0	I/S	I/S	I/S	I/S	I/S
	4	1	100.0	N/A	N/A	N/A	N/A	N/A
	5	2	100.0	I/S	I/S	I/S	I/S	I/S
	6	7	57.1	I/S	I/S	I/S	I/S	I/S
	7	9	88.9	I/S	I/S	I/S	I/S	I/S
	8	20	85.0	63.6	36.4	0.0	0.0	0.0
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	2	50.0	I/S	I/S	I/S	I/S	I/S
	4	1	100.0	N/A	N/A	N/A	N/A	N/A
	5	2	100.0	I/S	I/S	I/S	I/S	I/S
	6	7	57.1	I/S	I/S	I/S	I/S	I/S
	7	9	88.9	I/S	I/S	I/S	I/S	I/S
	8	20	85.0	81.8	18.2	0.0	0.0	0.0
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	2	50.0	I/S	I/S	I/S	I/S	I/S
	4	1	100.0	N/A	N/A	N/A	N/A	N/A
	5	2	100.0	I/S	I/S	I/S	I/S	I/S
	6	7	57.1	I/S	I/S	I/S	I/S	I/S
	7	9	88.9	I/S	I/S	I/S	I/S	I/S
	8	20	85.0	45.5	54.5	0.0	0.0	0.0

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n= 71)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	68.4%	N/R	13.8%	15.5%
Retention rate	22.2%	N/A	3.5%	3.0%
Attendance rate	98.7%	N/A	95.6%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	27.3%	N/A	4.6%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	33.3%	N/A	5.3%	4.6%
Eligible for gifted and talented	0.0%	N/A	12.9%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	67.9%	N/A	13.8%	13.6%
Older than usual for grade	22.5%	N/A	6.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.9%	0.8%
Annual dropout rate	N/A	N/A	0.0%	0.0%
<b>Teachers (n= 7)</b>				
Teachers with advanced degrees	N/A	N/A	47.2%	51.8%
Continuing contract teachers	N/A	N/A	76.5%	78.1%
Highly qualified teachers	N/A	N/A	88.5%	89.6%
Teachers with emergency or provisional certificates	N/A	N/A	6.9%	6.0%
Teachers returning from previous year	N/A	N/A	84.3%	85.4%
Teacher attendance rate	99.2%	N/R	94.7%	94.9%
Average teacher salary	N/A	I/S	\$40,117	\$41,328
Prof. development days/teacher	18.3 days	N/R	11.3 days	11.5 days
<b>School</b>				
Principal's years at school	1.0	N/R	3.0	3.0
Student-teacher ratio in core subjects	22.7 to 1	N/R	21.1 to 1	21.3 to 1
Prime instructional time	97.8%	N/R	89.1%	89.3%
Dollars spent per pupil*	N/A	N/A	\$6,039	\$6,022
Percent of expenditures for teacher salaries*	N/A	N/A	60.9%	61.7%
Opportunities in the arts	Poor	N/R	Good	Good
Parents attending conferences	99.0%	N/R	94.6%	96.1%
SACS accreditation	No	N/R	Yes	Yes
Character development program	Average	N/R	Average	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%			
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Wohali Academy, Inc. is located on the campus of SpringBrook Behavioral Health System's Residential Treatment Facility in Travelers Rest, SC in Northern Greenville County. Wohali exists to provide severely emotionally and behaviorally disabled children and adolescents (grades K-5-12) the opportunity to engage in a therapeutic learning experience, which builds on individual strengths and emphasizes healthy problem solving. The school will assist each child to overcome educational, social, interpersonal, and psychological barriers to successful achievement and life adjustment. Each child will progress to a level, both academically and behaviorally, that will allow him/her to return to and be successful in their home or base school. Over the course of the 2004-2005 school year, Wohali has successfully returned approximately 22 students to their home school districts throughout the state of South Carolina. For its high school students, Wohali offers both the traditional SC State High School Diploma track as well as the Greenville County Occupational track for students with disabilities, Wohali offers a school-wide behavior management system, which can and is individualized as needed. Behavioral Assistants are present in each classroom, where the student to teacher ratio averages 12:1. Therapeutic services available at Wohali include: the behavior management program, crisis intervention services, individual counseling, group process/therapy, family support services, recreation therapy, and life skills education.

The NCLB Act requires that AYP be defined in a manner that is statistically valid and reliable. Because Wohali's target population is highly mobile, "at-risk" students, the timeline for meeting the school's long-term performance goals is ongoing. The student population at the beginning of the school year in August is vastly different in December and entirely different at the end of the school year in June. Therefore using absolute measures of proficiency, as sole assessment methodologies to determine AYP for Wohali would be both statistically invalid and unreliable, thus, immediately establishing Wohali as out of compliance with NCLB and immediately defining it as a School "in need of improvement." Therefore, a more reliable and statistically valid model to measure AYP includes using value-added analysis - the measurement of individual student progress over time. Each student, as measured by the Woodcock-Johnson III R, will progress an academic equivalent year in Math and English. This combination of absolute (state testing) and value added measures gives depth to the analysis of school performance and proficiency. The Principal for Wohali Academy is Laura Blackmore and the Chair is Dr. Jimmy Smith.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	6	37	37
<b>Percent satisfied with learning environment</b>	100.0%	81.1%	91.4%
<b>Percent satisfied with social and physical environment</b>	100.0%	91.7%	83.8%
<b>Percent satisfied with school-home relations</b>	100.0%	86.1%	94.6%

\*Only students at the highest middle school grade level at this school and their parents were included.